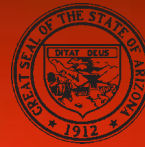Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

School
Effectiveness
Division

Professional Development and Technical Assistance Catalog

Summer/Fall 2006

Welcome to the School Effectiveness
Professional Development/ Technical Assistance Catalog!

Dear Educators,

The School Effectiveness Division within the Arizona Department of Education provides support and assistance to local education agencies in their school improvement efforts. This division provides professional development, technical assistance and resources focused on increasing student achievement and promoting excellence in public education.

The work of the division focuses on 1) Leadership; 2) Curriculum, Instruction and Professional Development; 3) Assessment; and 4) School Culture, Climate and Communication, the four standards defined by *Arizona's Standards and Rubrics for School Improvement.* The division's programs include:

- Professional development opportunities to implement research-based practices in a standards-based system;
- Technical assistance to schools who are committed to a process of continuous school improvement;
- Technical assistance in the implementation of statute, policy, and state and federally funded grant programs;
- Administration and implementation of particular federal grants and state initiatives;
- Online resources and support for the integration of technology to promote research-based instructional methods that can be widely distributed and replicated;
- Original applied research including the identification, evaluation, and sharing of critical information and best practices in public education.

This catalog provides a description of available offerings. For more specific details regarding individual events and registration information please visit the ADE website calendar of events.

Thank you for your dedication and hard work in making quality education a reality for all children.

Sincerely,

Phyllis J. Schwartz

Phyllis Schwartz
Associate Superintendent, School Effectiveness Division

Interactive Catalog Features

When utilizing this catalog, please note that many items are interactive. By clicking on conference titles, contact names, or the table of contents, you will be provided with future conference information, registration capabilities, the ability to quickly move throughout pages, or email templates. Please use these features to save time when choosing future professional development opportunities.

School
Effectiveness
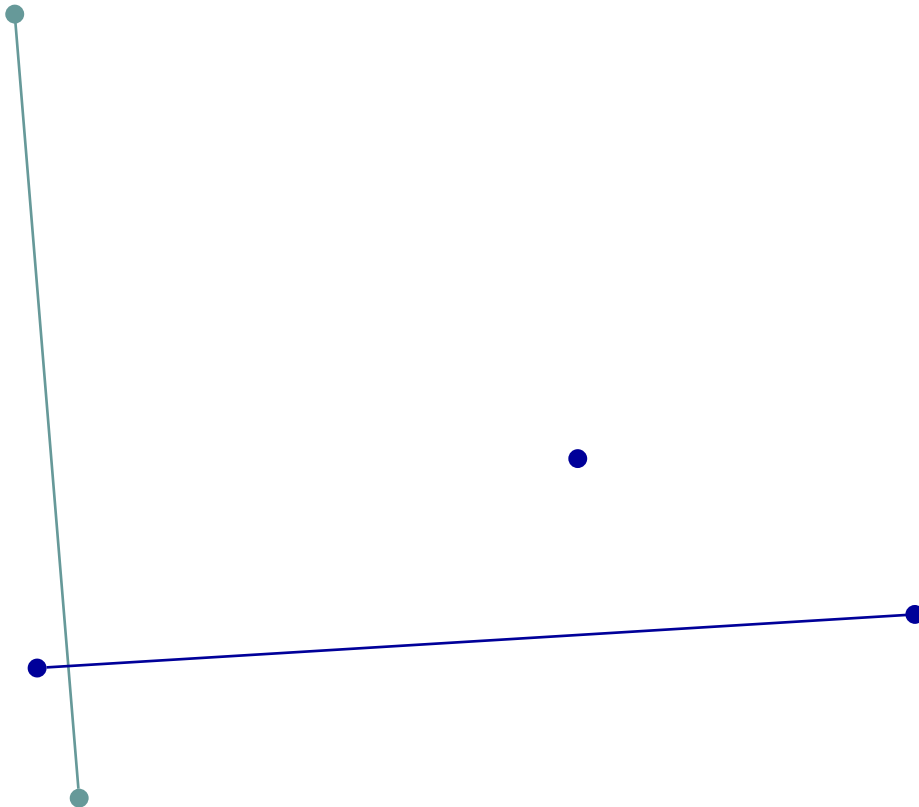
ARIZONA DEPARTMENT OF EDUCATION

SCHOOL EFFECTIVENESS DIVISION

Phyllis Schwartz
Associate Superintendent

Dale Parcell Deputy Associate Superintendent **School Improvement**	Cheryl Lebo Deputy Associate Superintendent **Standards Based Best Practices**	Kathryn Hrabluk Deputy Associate Superintendent **K-12 Literacy**	Tommie Miel Deputy Associate Superintendent **State Intervention**
Solution Teams	AZ Academic Standards	AZ READS Reading First	State Intervention AZ LEARNS
School Improvement AZ LEARNS	School Safety and Prevention	21st Century Community Learning Centers	Federal Intervention NCLB
Title I-A School & District Improvement NCLB	Academic and Instructional Support		
Educational Technology			

"Contemporary professional learning is results-driven, standards-based, and job embedded."

NSDC Standards for Performance Development

The School Effectiveness Division recognizes the need for highly qualified instructional leaders and classroom teachers to support student achievement. The Division adheres to the principles and standards for professional development set forth by the US Department of Education and the National Staff Development Council.

Principles of High Quality Professional Development

US Department of Education

- Focuses on teachers as central to student learning, yet includes all other members of the school community.

- Focuses on individual, collegial, and organizational improvement.

- Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community.

- Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.

- Promotes continuous inquiry and improvement embedded in the daily life of schools.

- Is planned collaboratively by those who will participate in and facilitate that development.

- Requires substantial time and other resources.

- Is driven by a coherent long-term plan.

- Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.

Purposes of Professional Development for Classroom Implications

National Staff Development Council; Designing Professional Development for Teachers

- **Developing awareness** builds knowledge and awareness in new content or approaches.

    Strategies: professional networks, demonstration lessons, and study groups

- **Building knowledge** provides opportunities for teachers to develop knowledge and pedagogical practice

    Strategies: case discussions, immersion experiences, workshops, technology for professional development, and partnerships with specialists in different fields like scientists or mathematicians

- **Translating knowledge into practice** draws on the teacher knowledge base to plan instruction and improve their teaching.

    Strategies: coaching, mentoring, curriculum implementation, and demonstration lessons

- **Practicing teaching** is using a new approach, practice, or process with students.

    Strategies: examining student work, lesson study, coaching, mentoring, and demonstration lessons

- **Deep reflection** engages teachers in examining their experiences in the classroom and assessing the impact of the changes they have made on their students which encourage teachers to reflect on their own practice.

    Strategies: action research, study groups, lesson study, case discussions, and examining student work

The School Effectiveness Division recognizes that the professional development it sponsors must be viewed in the context of each district/school site in order for it to be effective. Although we can contribute to developing awareness, building content knowledge, and translating research into practice, professional development *will only have an impact on practice if there is on-going follow-up and follow-through at the local level.* Therefore, we encourage **districts and school leadership teams** to attend state sponsored training whenever possible

School Effectiveness Division Professional Learning Goals

1. *Meet or exceed "High Quality Teacher" criteria set forth in the "No Child Left Behind" Arizona Plan.*

2. *Improve teacher effectiveness in all content disciplines of instruction based on national standards and the Arizona Academic Standards.*

3. *Implement best practices based on scientifically based research in the delivery of quality and comprehensive instruction.*

4. *Promote current assessment practices based on collected data (outcome and progress monitoring) about student learning.*

5. *Elevate the expertise of site-administrators to model instructional leadership and guide school reform.*

6. *Build content knowledge and appropriate use of vocabulary and terminology across all disciplines.*

7. *Develop teacher dialogue about teaching and learning guided by teacher inquiry (e.g., action research, study groups) about improved teaching practice.*

8. *Integrate technology and emerging technologies as an integral part of instruction.*

9. *Build capacity to analyze and evaluate standards-based instructional materials as they align to national and state standards and scientifically based research.*

10. *Promote policy that supports quality professional development and the support, time, and resources needed to improve teacher quality that will directly impact student achievement.*

Please Note: For the purposes of this catalog, a distinction between professional development and technical assistance is defined as follows:

Professional Development: Ongoing, intensive training focused on deepening content knowledge/skills and/or instructional strategies to more effectively teach state standards and support school improvement efforts

Technical Assistance: (1) Providing support in relation to regulatory mandates (2) Monitoring, assistance and guidance in implementing strategies a school or district has gained through formal professional development

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ONLINE REGISTRATION

When accessing the Arizona Department of Education's online registration, available at: http://www.ade.az.gov/onlineregistration/, please note that individual professional development opportunities can be found based on the following color-coded abbreviations:

SBTL: Standards Based Teaching and Learning
BP: Best Practices
SSP: School Safety and Prevention
SI: School Improvement
RF: Reading First
CE: Character Education
21C: 21st Century Community Learning Centers

These abbreviations will assist when searching online for individual events.

Please note that this catalogue contains events that may only be available at certain times of the year. Please use the contact information found within the catalog to obtain this information.

REGISTRATION INSTRUCTIONS

Registration for all events is completed through our online registration application. Once you have selected the professional development/ technical assistance opportunity you plan to attend please follow the steps below:

STEPS FOR REGISTERING FOR AN EVENT FROM CATALOG:

- **Locate the event you would like to attend.**
- **Click on the title of the event**
- **If registration page is available, please read over the event description, and click on the blue and white "Register" icon located next to the time and date of the event. If registration is not available, please use the contact information to receive more information.**
- **Fill out all fields with the information of the conference attendee. If you do not have a P.O. number, continue registering and bring the P.O. to the event. Continue to the next step.**
- **Once all fields are completed, press "Send" and print or write down the confirmation number located on the top of the page.**
- **BRING THE CONFIRMATION NUMBER WITH YOU TO THE EVENT.**

STEPS FOR REGISTERING FOR AN EVENT FROM CALENDAR:

- **Please visit our Calendar of Events, located at: http://www.ade.az.gov/onlineregistration/calendar/ RenderCalendar.asp.**
- **Find the date for the event you would like to attend by using the calendar located in the upper right-hand corner of the page, and then scroll down the list of events for that day until you find the event you are interested in attending. If you do not know the date of the event, please click on "View Month" and scroll down the list of events. Click on "Choose and Continue" located to the right of the name of the event.**
- **After reading over the event description, click on the blue and white "Register" icon located next to the time and date of the event.**
- **Fill out all fields with the information of the conference attendee. If you do not have a P.O. number, continue registering and bring the P.O. to the event. Continue to the next step.**
- **Once all fields are completed, press "Send" and print or write down the confirmation number located on the top of the page.**
- **BRING THE CONFIRMATION NUMBER WITH YOU TO THE EVENT.**

PLEASE NOTE:

Registration confirmation numbers are required on the day of the event. Please use the contact information provided in the catalog if confirmation number is lost.

The Arizona Department of Education reserves the right to:

- **Ask participants without confirmation numbers to wait until participants with confirmation numbers are processed.**
- **Allow all walk-in attendees or those who did not register online to participate only if materials and seats are available. Conference breakfast and lunch might not be provided.**
- **Charge a sliding fee of $25.00, $50.00, or $75.00 for unregistered participants depending on the original cost of the conference.**

SECTION ONE: PROFESSIONAL DEVELOPMENT LEADERSHIP

Leading Change Institute   SBTL

INTENT: To build the capacity of teacher and administrator teams to lead change in: Curriculum, Instruction, and Professional Development; Assessment; and School Culture, Climate, and Communication.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

Districts and/or school leadership teams, including teachers, coaches, administrators, curriculum coordinators, assessment directors

DESCRIPTION:

The activities and events at this annual four day summer institute will focus on strategies to change systems, structures, and behaviors in order to positively impact student learning. With collaborating efforts from WestEd's Huck Fitterer and Larry McBiles and team at the Arizona Foundation for Resource Education, each day will be structured to address one of Arizona's Standards for School Improvement.

OUTCOMES:

Participants will:

- Define the characteristics of strong leadership focused on student learning
- Recognize the key stages of the change process
- Identify common barriers to change and strategies to overcome them
- Develop strategies to become a change agent
- Define the characteristics of high-functioning teams focused on student learning
- Develop a deeper understanding of Arizona's Standards for School Improvement
- Develop a plan that translates the research into actions that will change their system, structures, and behaviors to improve student learning

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

"An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success."
Stephen R. Covey

SECTION ONE: PROFESSIONAL DEVELOPMENT LEADERSHIP

Arizona K-3 Reading Leadership Academy   SBTL

INTENT: To establish a framework for the key components of an effective comprehensive reading program.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

Districts and/or school leadership teams, including teachers, coaches, administrators, curriculum coordinators, assessment directors

DESCRIPTION:

This two-day leadership academy outlines the scientific research base of effective reading instruction and defines the components of an effective school improvement model for reading.

OUTCOMES:

Participants will:

- Understand the components of Arizona's Reading Initiative,

- Obtain the content outlined in consensus documents on reading instruction

- Understand the connections between the core, supplemental and intervention programs that build comprehensive reading programs

- Develop a clear understanding of the effective use of assessment data to make data-based instructional decisions and improve student achievement

- Determine all the components of a comprehensive reading program as it relates to transferring the research into practice

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

ARIZONA FACT:

THE STATE TREE IS THE PALO VERDE. PALO VERDE MEANS "GREEN STICK."

LEADERSHIP

Teach For Success (T4S): Classroom Observation Protocol I   BP

INTENT: Provide administrators and teachers with a research based framework that provides criteria and definitions in improving instructional practices.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

District leaders and school teams, including teachers, site leaders, and academic coaches– attending in teams is encouraged

DESCRIPTION:

This two-day foundational institute by WestEd covers seven aspects of effective instruction in parallel sessions designed for teachers and for administrators. In addition to lecture, modeling, and discussion activities, participants practice utilizing the protocol to understand how it can guide their teaching and/or guide observing and analyzing classroom instruction.

The T4S Foundational Institute is based on the *Teach for Success Classroom Observation Protocol,* a research-based framework that provides administrators and teachers with criteria and definitions to impartially discuss the process of teaching and how to improve classroom instructional practices. During the institute, teachers, academic coaches, and district and site leaders explore practices that have been found to enhance achievement for all students.

OUTCOMES:

Participants will:

- Apply research-based instructional practices needed to plan, deliver, and assess effective standards-based instruction

- Understand a process to lead and sustain an organizational culture able to plan, deliver, and assess effective standards-based instruction

- Classify the five supervisory messages to provide classroom teachers with specific feedback on their classroom practices.

- Assess teacher classroom practices to determine the effectiveness of instruction

- Develop common vocabulary and understanding of seven components of effective teaching

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

Teach For Success (T4S): Classroom Observation Protocol II   BP

INTENT: As a continuation of the T4S Classroom Observation Protocol, this academy provides more practice with the protocol and additional coaching techniques.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE/ ELIGIBLE ATTENDEES:

District leaders and school teams, including teachers, site leaders, and academic coaches who have already attended T4S Classroom Observation Protocol I.

Prerequisite: T4S Classroom Observation Protocol I

DESCRIPTION:

The Teach for Success Classroom Observation Protocol is a research-based framework that district and school leadership can use to observe and analyze the quality of classroom practices and instruction to determine the professional development needs of the school staff members. Presented by WestEd, this two-day event is a continuation of the Classroom Observation Protocol, with emphasis placed on coaching teachers and extensive practice with the protocol.

OUTCOMES:

Participants will:

- Review the elements of the protocol

- Practice utilizing the protocol to determine the professional development needs of the school

- Maximize coaching opportunities for teachers success after observing their classroom practices

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

LEADERSHIP

Standards and Rubrics for School Improvement: Building and Assessing Capacity for School Improvement

BP

INTENT: To help key district and/or school personnel learn to use the Arizona Department of Education's Standards and Rubrics for School Improvement.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

Campus-Based or District-Based Leadership Teams

DESCRIPTION:

This training, provided by Larry McBiles and staff, is designed to help key district and/or school personnel understand the intended use of the Arizona Department of Education's (ADE) "Standards and Rubrics for School Improvement" as a self-assessment tool that facilitates *continual, systemic, organizational improvement* leading to increased student achievement. This workshop is a specific response to many schools across the state requesting additional support and technical assistance on how this *newly-revised* instrument is to be used in light of current accountability requirements – *to reach higher levels of performance* no matter what their label may be.

OUTCOMES:

Participants will:

- Examine the instrument's design and organization as well as the rationale for its development

- Review the latest research about building internal capacity for continuous improvement within a school or district

- Analyze the concept of evidence-based evaluation and the importance of data sources and specific evidence to objectively assess and document a school's or district's achievement

- Formulate a specific plan for implementing a comprehensive self-assessment in their school or district

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

Determined to Succeed: Stories of School Improvement

BP

INTENT: To discover the potential for academic achievement by analyzing the success of schools with similar characteristics.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or teacher leaders who deliver standards-based professional development K– 8

DESCRIPTION:

This annual two-day conference will feature over 20 Arizona schools from different demographics that have made significant progress when compared to schools of similar characteristics. These schools will share strategies that have worked when faced with high student mobility, high populations of English Language Learners, and/or high poverty. School principals and teachers will tell their stories of providing quality education to specific student populations, as well as showcase examples of what has led to success in their school community.

OUTCOMES:

Participants will:

- Develop skills and strategies for specific student populations

- Recognize the characteristics of effective schools

- Identify best practices in after school programs

- Build collaboration with other Arizona schools with similar characteristics

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

CURRICULUM AND PROFESSIONAL DEVELOPMENT

Curriculum Mapping I:
Creating a Blueprint for Teacher and Student Success — **BP**

INTENT: Provide an overview of the Arizona Standards, and the proven strategies for effectively mapping the curriculum.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

Teacher leaders, principals, district specialists– school teams recommended

DESCRIPTION:

Standards are at the heart of today's rigorous accountability requirements. Standards define the high expectations for what teachers must teach and what students must learn. If students are to meet or exceed the state's academic standards, each school's instructional program must be aligned with those standards and clearly articulated by what teachers do within and across grade levels and courses. Curriculum mapping is a powerful process in which teachers working collaboratively take time to analyze the standards at the concept and performance objective level and decide what will be taught and when during the academic year. In this workshop, presented by Larry McBiles and staff, participants will examine the concept of curriculum mapping as a proven instructional planning tool, explore how curriculum maps are developed and used, and receive guided practice, not only on how to map, but also how to facilitate mapping work in their professional setting.

OUTCOMES:

Participants will:

- Examine the concept of "curriculum mapping" as a tool to promote effective communication, quality instruction, and a shared commitment to student learning

- Explore how curriculum maps are developed and used

- Formulate a plan for initiating, implementing, and sustaining a curriculum mapping initiative

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

Curriculum Mapping II:
An Accountability Tool for Improving Teaching and Learning — **BP**

INTENT: Provide an in-depth look of the Arizona Standards, and provide means of mapping the curriculum as a tool of school improvement.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

Teacher leaders, principals, district specialists– school teams recommended

Prerequisite: Curriculum Mapping I

DESCRIPTION:

This advanced training is designed to help participants improve their school's capacity to design and develop a more intellectually rigorous and engaging instructional program that leads to increased student understanding and mastery of Arizona's academic standards. Facilitators will present the strengths and challenges associated with curriculum mapping as well as the keys for ensuring that the process of developing and using maps is a rewarding and meaningful journey for a school or district. This workshop, presented by Larry McBiles and staff, will provide detailed curriculum mapping steps, teacher and anecdotal comments from schools who have successfully mapped their curriculum, and a variety of mapping templates.

OUTCOMES:

Participants will:

- Analyze the logic of "backward design" as a vehicle for developing or enhancing basic curriculum maps as well as developing expanded maps

- Examine the challenges inherently related to the development and use of curriculum maps

- Identify the keys for ensuring that curriculum maps help raise the bar on the quality of a school's or district's instructional program

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

CURRICULUM AND PROFESSIONAL DEVELOPMENT

Improving Instructional Quality: The Key to Ensuring Student Successes   BP

INTENT: To build leadership capacity for school improvement at the campus level and classroom level.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

All administrators, teacher leaders, teachers, and paraprofessionals

DESCRIPTION:

This intense two-day experience is designed to offer campus-based teams practical and proven tools to examine the quality of their school's curriculum, the effectiveness of the instructional strategies used by teachers, and the overall conditions and structures within the campus that support student learning. This engaging training, presented by Larry McBiles, will specifically address ADE's Standards and Rubrics for School Improvement, Arizona's Academic Standards and Research-Based Instructional Strategies that Maximize Student Learning. Schools will work within the curriculum to help clarify learning goals, devise revealing assessments of student understanding, and craft engaging learning activities.

OUTCOMES:

Participants will:

- Examine ADE's Standards and Rubrics for School Improvement to understand the research-based indicators of high-performing schools

- Assess their own school and/or district using the Standards and Rubrics instrument

- Explore the logic of "backward design" instructional planning as a tool to ensure the adage "when teachers **teach**, students **learn**"

- Compare their own instructional planning practices against the new paradigm of "backward design"

- Investigate Marzano's nine (9) research-based strategies proven to increase student achievement; and

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

Teaching in a Standards-Based System   SBTL

INTENT: To introduce Arizona Articulated Standards, focusing on examining the framework, structure, and content, as well as the implications for school-wide change in promoting the implementation of the standards.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, school curriculum specialists, or lead teachers who deliver standards-based professional development

DESCRIPTION:

Participants will examine the background of Arizona's standards-based system, the framework for developing the standards, and the elements of change in implementing them school- and district-wide. Each participant will leave with all the materials necessary to replicate this professional development so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Understand the history and legislation of Arizona's standards-based system

- Explore the framework and structure of the standards

- Identify cross-curricular implementation of the standards

- Understand the district, school, and classroom implementation of the standards

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

CURRICULUM AND PROFESSIONAL DEVELOPMENT

Differentiated Instruction: Understanding that One Size Does Not Fit All in Classroom Learning BP

INTENT: Through the use of effective process strategies and varied student products, teachers can maximize achievement for each learner.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

Teacher leaders, principals, district specialists– school teams recommended

DESCRIPTION:

No two students learn and behave exactly the same. So why do we teach as if all students are identical? Here's your opportunity to explore a vision of effective classrooms in which heterogeneity is honored through differentiated instruction. Meeting the needs of ALL students in our goal. Discover how teachers in academically diverse classrooms address student differences in readiness, interest, and learning profile in order to provide engaging instruction.

OUTCOMES:

Participants will:

- Understand the concept of differentiated instruction

- Analyze a differentiated classroom environment and how it will help students learn and be more successful

- Examine differentiated curriculum and how to instructionally plan and organize for it

- Select appropriate differentiated instructional strategies and practices to maximize learning

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

"What we share in common makes us human. How we differ makes us individuals. In a classroom with little or no differentiated instruction, only student similarities seem to take center stage. In a differentiated classroom, commonalities are acknowledged and built upon, and student differences become important elements in teaching and learning as well...students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products.
Carol Ann Tomlinson

CURRICULUM AND PROFESSIONAL DEVELOPMENT

Research Based Summer School: Students Leaving 1st, 2nd and 3rd Grade BP

INTENT: Provide educators an opportunity to learn about intensive between-year programs that can optimize teacher instruction.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

All administrators, teacher leaders, teachers, paraprofessionals, and summer school directors grades 1-3, campus teams are encouraged to attend

DESCRIPTION:

This two-day academy will offer ways to accelerate student learning skills by providing research-based strategies that have been used successfully with thousands of struggling readers and include structured, easy to implement teaching techniques that can be applied generally in any academic summer school setting.

OUTCOMES:

Participants will:

- Receive a complete set of sample materials for the purpose of training others

- Learn sound strategies an teacher techniques that can be applied to any summer school reading program

- Reflect on how these strategies are used or could be better used in one's professional setting.

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

Research Based Summer School: Students Leaving 4th Through 7th Grade BP

INTENT: Provide educators an opportunity to learn about intensive between-year programs that can optimize teacher instruction.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

All administrators, teacher leaders, teachers, paraprofessionals and summer school directors grades 4-7, campus teams are encouraged to attend

DESCRIPTION:

This two-day academy will offer ways to accelerate student learning skills by providing research-based strategies that have been used successfully with thousands of struggling readers and include structured, easy to implement teaching techniques that can be applied generally in any academic summer school setting.

OUTCOMES:

Participants will:

- Receive a complete set of sample materials for the purpose of training others

- Learn sound strategies an teacher techniques that can be applied to any summer school reading program

- Reflect on how these strategies are used or could be better used in one's professional setting.

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

Mathematics

Number Sense Training-of-Trainers Institute K-3 SBTL

INTENT: To provide content knowledge and methods for effectively teaching number sense concepts.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or mathematics teacher - leaders who deliver standards-based professional development

DESCRIPTION:

This specific institute is divided into two sessions. Both sessions focus on critical number sense concepts appropriate for grades K-3. Elements of Cognitively Guided Instruction are embedded within the sessions. The purpose of this institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Distinguish the big ideas of number sense and how they relate to operation sense

- Recognize powerful connections between number sense ideas and literature

- Understand the importance of focusing on student thinking (Cognitively Guided Instruction)

- Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation

Contact: Teresa Rivera
Email: trivera@ade.az.gov

"I advise my students to listen carefully the moment they decide to take no more mathematics courses. They might be able to hear the sound of closing doors."
James Caballero

Mathematics

Number Sense Training-of-Trainers Institute 7-12 SBTL

INTENT: To provide content knowledge and methods for middle and high school students' number sense misconceptions.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE/ ELIGIBLE ATTENDEES:

County, district, or school mathematics teacher-leaders who deliver standards-based professional development

DESCRIPTION:

This specific institute will focus on the big ideas of Number Sense. The following areas will be explored in this training:

- The first section will identify common misconceptions students have regarding Number Sense.

- The second section will draw attention to critical Number Sense concepts appropriate for grades 7-12, in particular: identification, classification, and properties of real number systems.

The third section will be devoted to implementing the Training of Trainers model and the application of number systems with extensions into probability.

The purpose of this institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Differentiate ideas about numbers, number systems, and number theory to encompass the big ideas about properties of numbers and operations in different number systems (Woodbury, 2000)

- Recognize the importance of symbolic representation and theory of equations, including the big ideas of the use of variables and the properties of equations and operations on equations (Woodbury, 2000)

- Understand the importance of focusing on student thinking.

Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

ARIZONA FACT:

ARIZONA BECAME A TERRITORY IN 1864 AND PRESCOTT WAS SELECTED AS THE CAPITAL. PRESCOTT REMAINED THE CAPITAL UNTIL 1889.

Mathematics

Systematic Listing & Counting with Connections to Algebra and Probability Training-of-Trainers Institute K-12

SBTL

INTENT: To provide content knowledge and methods for effectively teaching Systematic Listing & Counting

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or mathematics teacher-leaders who deliver standards-based professional development

"The only thing more expensive than education is ignorance."
Benjamin Franklin

DESCRIPTION:

This specific institute focuses on the Discrete Mathematics concept of Systematic Listing & Counting. Connections are made to algebra, probability, and literature throughout this training. The purpose of this one-day institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Understand the importance of systematic listing & counting, and how this concept connects to algebra and probability

- Recognize powerful connections between systematic listing & counting and literature

- Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Vertex-Edge Graphs Training-of-Trainers Institute K-8

SBTL

INTENT: To provide content knowledge and methods for effectively teaching Vertex-Edge Graphs

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:
County, district, or mathematics teacher-leaders who deliver standards-based professional development

DESCRIPTION:

This specific institute focuses on the Discrete Mathematics concept of Vertex-Edge Graphs. Literature connections are highlighted throughout this training. The purpose of this one-day institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Understand the important ideas embedded within the concept of vertex-edge graphs

- Recognize powerful connections between vertex-edge graphs and literature

- Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation.

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Mathematics

Considering New Mathematics Curricula Seminar SBTL

INTENT: To support district teams in the selection of curriculum programs.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2

AUDIENCE /ELIGIBLE ATTENDEES:

District Teams consisting of lead teachers, building or district administrators, or other educators involved in the selection of mathematics curriculum; team compositions that include a mix of teachers and administrators from different grade levels are recommended.

DESCRIPTION:

This two-day seminar focuses on the features of the curriculum programs and factors involved in choosing among them. Participating district teams will learn about effective methods for selecting, piloting, and implementing the programs, and consider how programs at different grade levels fit together.

"The most important questions in life are, for the most part, really only problems of probability" – **Pierre Simon de La Place**

OUTCOMES:

Participants will:

- Identify the key characteristics of standards-based, comprehensive mathematics curriculum materials at the elementary, middle, and high-school levels

- Recognize effective selection and implementation processes and criteria

- Develop a strategic plan for selecting, piloting, and implementing a mathematics curriculum across grade levels

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Mathematics and Science Standards Academy SBTL

INTENT: To build leadership capacity in mathematics and science content and pedagogy.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or mathematics/science teacher-leader teams who meet the following criteria:
> Highly Qualified Educators who demonstrate expertise in the area of K-12 standards-based teaching and learning pertaining to content knowledge, pedagogy, and how children learn mathematics and science, and who have served in a science or mathematics leadership capacity within their schools/districts and/or have experience in the delivery of K-12 professional development

DESCRIPTION:

This academy will provide training and tools for county, district, and school teams of teacher leaders to implement a standards-based system using the Mathematics and Science Standards and current research-based practices. This offering will emphasize several different relevant strands:

- content-specific sessions in mathematics and science

- leadership and professional development

- data driven decision making and assessment

- cross-curricular connections

OUTCOMES:

Participants will:

- Understand and apply the power of collaboration

- Build a leadership capacity within their sphere of influence

- Create an action plan focusing on student learning

- Build upon their knowledge and understanding of concepts

- Translate knowledge into effective practice (teaching/professional development)

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Mathematics

Geometry Training-of-Trainers Institute 7-12

INTENT: To provide content knowledge and methods for middle and high school students' Geometry misconceptions.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or school mathematics teacher-leaders who deliver standards-based professional development

DESCRIPTION:

This specific institute will focus on the big ideas of Geometry. The following areas will be explored in this training:

- The first section will identify common misconceptions students have regarding Geometry.

- The second section will draw attention to critical Geometry concepts appropriate for grades 7-12, in particular: analyzing characteristics and properties of two- and three-dimensional geometric shapes to develop mathematical arguments about geometric relationships; specifying locations and describing spatial relationships using coordinate geometry and other representational systems; applying transformations and using symmetry to analyze mathematical situations; using visualizations, spatial reasoning, and geometric modeling to solve problems.

- The third section will be devoted to implementing the Training-of-Trainers model and the development of flexible representations

The purpose of this institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Distinguish the big ideas of Geometry and the attributes of measurement

- Recognize the properties and relationships of and among basic geometric objects

- Understand the importance of focusing on student thinking

- Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

ARIZONA FACT:

ARIZONA OBSERVES MOUNTAIN STANDARD TIME YEAR-ROUND. THE ONLY EXCEPTION IS THE NAVAJO NATION, WHICH OBSERVES THE DAYLIGHT SAVINGS TIME CHANGE.

Reading

Adolescent Readers: Teaching Essential Components of Reading BP

INTENT: To provide teachers with research based strategies to effectively address the critical components of reading.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or language arts teacher leaders- teams are encouraged to attend

DESCRIPTION:

This two-day institute, presented by Frank Smith and SoprisWest, will offer teachers strategies to help students become more competent readers. It will provide an overview of the scientific research in adolescent literacy and effective instructional strategies to teach advanced decoding, vocabulary, fluency and comprehension.

OUTCOMES:

Participants will:

- Review the research that forms the foundation for effective adolescent literary instruction
- Develop skills and practice in using advance decoding techniques
- Use and interpret reading fluency measures as progress monitoring tools
- Design interventions based on data
- Identify and apply explicit comprehension strategies that will assist students in making meaning from text

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge – An Essential Element in Raising Reading Achievement BP

INTENT: To provide teachers with research-based vocabulary instruction in content-area reading.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

Teachers of grades 4-10, teacher leaders, grade-level or department chairs

DESCRIPTION:
The research in vocabulary instruction is clear that teachers must use a variety of specific strategies before, during, and after reading assignments to increase students' vocabulary skills. This one-day module, presented by Frank Smith and SoprisWest, teaches participants to weave research validated vocabulary instruction into both direct skill instruction in the 90-minute reading block and content area reading. Additionally this workshop will give participants the skills to assess their student's vocabulary level. The session will emphasize and broaden their level of language proficiency.

OUTCOMES:

Participants will:

- Recognize strategies that aid students in improving the development of their vocabulary
- Develop skills to analyze critical vocabulary in content areas
- Examine techniques to provide practice and maintain vocabulary development in all subject areas

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

Reading

Language Essentials for Teachers of Reading and Spelling (LETRS) for Adolescent Readers STBL

INTENT: To build capacity within our state, by presenting this content to representatives from districts who have responsibility for professional development of K-3 teachers.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

LETRS Institutes are designed primarily for staff developers with experience or background in teaching reading. Applications are available at: http://www.ade.az.gov/azreads/prodev.asp

DESCRIPTION:

LETRS addresses each component of reading instruction– phoneme awareness, decoding, spelling and word study; oral language development; vocabulary; reading fluency; comprehension; and writing– as well as the foundational concepts that link them.

The unique challenge of teaching English Language Learners (ELL), dialect speakers, and students with other learning difficulties are also targeted, as are assessment and evaluation of student performance.

Each module is written to engage learners with questions, problems, and tasks that lead to understanding and application. Modules selectively incorporate and recommend the use of readings, videos, and other media resources.

OUTCOMES:

Participants will:

- Apply practical skills of instruction in a comprehensive reading program including 5 essential elements and written composition

- Examine scientific research, reading development, knowledge of language structure and its application

- Use assessment data to inform instruction

- Explore the benefits of ongoing collegial coaching/ mentoring

Contact: Connie Haberer
Email: Connie.Haberer@azed.gov

Language Essentials for Teachers of Reading And Spelling (LETRS) SBTL

INTENT: To develop a deep knowledge base of the essential components of effective reading instruction.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

K-3 teachers, K-12 special education teachers, reading specialists, curriculum coordinators, reading coaches, elementary school administrators with experience in teaching reading.

DESCRIPTION:

This training was developed by Dr. Louisa Moats, author of "Teaching Reading is Rocket Science." To reach all learners, teachers must understand how students learn to read and write, the reasons why some children fail to learn, and the instructional strategies best supported by research. The institutes focus on the foundation, content and procedures of research-based reading instruction. The nine modules are offered as three, three-day institutes, and explore the causes of reading difficulties and the methods to prevent reading failure in young students.

OUTCOMES:

Participants will:

- Know the content outlined in consensus documents on reading instruction

- Identify key information about each component of reading instruction – phonemic awareness, phonics, decoding, spelling, and word study; oral language development; vocabulary; reading fluency; comprehension; and writing

- Determine why specific instructional practices are effective and how to implement them

- Understand how to effectively use assessment and evaluation of student performance in reading to improve student learning

- Examine professional development methods that are successful with diverse groups of teachers

Contact: Connie Haberer
Email: Connie.Haberer@azed.gov

Reading

Foundations of Scientifically Based Reading Instruction for K-3   SBTL

INTENT: To familiarize teachers with scientifically based reading research (SBRR) and how it translates into practice in the classroom.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

K-3 teachers, special education teachers, principals, curriculum coordinators

TIME OF YEAR: Schedules are set by the County ESA's. Information can be obtained from the ADE AZ READS webpage and each county's website.

DESCRIPTION:

These trainings are sponsored by ADE and offered in each county at locations set by the county's professional development office.

This three-day academy is designed to support assessment and instructional practices that are grounded in scientifically based reading research for Reading First teachers and principals. Content includes a focus on high quality, comprehensive K-3 reading instruction for all children.

OUTCOMES:

Participants will:

- Understand scientifically based reading research with a focus on the 5 Big Ideas of reading instruction
- Apply Arizona's Reading Standard and its alignment with A.R.S. 15-704
- Determine how to use SBRR instructional strategies to design instruction in classrooms
- Examine instructional strategies for differentiating and scaffolding instruction guided by data-driven assessments

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Struggling Adolescent Readers   BP

INTENT: To provide teachers with research based strategies to effectively address issues in adolescent reading.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

5-9 teachers, special education teachers, principals, curriculum coordinators

DESCRIPTION:

Middle school is a critical period for students facing reading failure. It is in grades six through eight that struggling readers may fall seriously behind their peers, jeopardizing their chances for success in high school and beyond. Despite the importance of their task, middle school teachers are often forced to use reading curricula that are outdated, impractical, or simply don't work.

OUTCOMES:

Participants will:

- Master the most current research-validated strategies for increasing fluency
- Understand the key components of vocabulary, comprehension, and decoding skills

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

Training-of-Trainers:
Foundations of Scientifically Based Reading Instruction **SBTL**

INTENT: To prepare district trainers to present the AZ K-3 Reading Academies to their district teachers.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

K-3 teachers, special education teachers, principals, curriculum coordinators

DESCRIPTION:

Participants will be trained to deliver the K-3 Reading Academy content modules to the teachers in their district with the shared commitment to maintain the integrity of the content. Training material is grade specific and provides eighteen hours of professional development. Participants will be provided Academy training materials for each of the four grade levels – K, 1, 2, and 3.

OUTCOMES:

Participants will:

- Attend the 3 day training with a team member(s)

- Know the scope and sequence of each grade level's training materials

- Understand the key components of scientifically based reading research

- Understand how to support teachers in transferring the research into practice

- Examine effective presentation techniques to ensure a successful training experience for teachers

- Demonstrate effective presentation techniques to ensure a successful training experience for teachers

- Create an action plan for providing a Reading Academy training to their district teachers

Contact: Randy Huckabone
Email: Randy.Huckabone@azed.gov

"When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that gain by reading, just as I did when I was young."
Maya Angelou

Science

Training-of-Trainers:
The Science Standard and the Backward Design Model SBTL

INTENT: To deepen understanding of the Science Standard and curriculum alignment.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or science teacher-leaders who deliver standards-based professional development

DESCRIPTION:

Participants will use the Backward Design Model to gain a deeper understanding of the content within the Science Standard and what students need to know, understand, and be able to do in order to be proficient. Each trainer will leave with materials to replicate this professional development opportunity so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Recognize the three stages of the Backward Design Model

- Unwrap performance objectives and analyze their critical parts

- Identify Big Ideas and Essential Questions

- Compare ways of measuring student learning

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Unwrapping the Science Standard and the Backward Design Model
Grades K-12 SBTL

INTENT: To deepen understanding of the Science Standard and curriculum alignment.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or science teacher-leaders who deliver standards-based professional development.

DESCRIPTION:

This course has been developed to help district level curriculum teams and classroom teachers implement the procedures outlined in "The Science Standard and the Backward Design Model"; a workshop designed by Lacey Wieser of ADE, and models the concepts of "Understanding by Design", "essential questioning techniques" and "unwrapping the standards". Teachers will master these concepts by exploring researched articles, participating in discussion forums, viewing streaming videos, and creating a unit plan demonstrating their understanding at a mastery level.

OUTCOMES:

Participants will:

- Recognize the three stages of the Backward Design Model

- Unwrap performance objectives and analyze their critical parts

- Identify Big Ideas and Essential Questions

- Compare ways of measuring student learning

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

"The scientist does not study nature because it is useful; he studies it because he delights in it, and he delights in it because it is beautiful. If nature were not beautiful, it would not be worth knowing, and if nature were not worth knowing, life would not be worth living. "
Jules Henri Poincaré

Science

Mathematics and Science Standards Academy SBTL

INTENT: To build leadership capacity in mathematics and science content and pedagogy.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or mathematics/science teacher- leader teams who meet the following criteria:

Highly Qualified Educators who demonstrate expertise in the area of K-12 standards-based teaching and learning pertaining to content knowledge, pedagogy, and how children learn mathematics and science, and who have served in a science or mathematics leadership capacity within their schools/districts and/or have experience in the delivery of K-12 professional development

DESCRIPTION:

This academy will provide training and tools for county, district, and school teams of teacher leaders to implement a standards-based system using the Mathematics and Science Standards and current research-based practices. This offering will emphasize several different relevant strands:

- content-specific sessions in mathematics and science
- leadership and professional development
- data driven decision making and assessment
- cross-curricular connections

OUTCOMES:

Participants will:

- Understand and apply the power of collaboration
- Build a leadership capacity within their sphere of influence
- Create an action plan focusing on student learning
- Build upon their knowledge and understanding of concepts
- Translate knowledge into effective practice (teaching/professional development)

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Training-of-Trainers K-8 Physical Science, Concept 1: What Teachers Need to Know and Be Able to Teach SBTL

INTENT: To provide content knowledge and methods for effectively teaching Properties of Matter

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or science teacher-leaders who deliver standards-based professional development to K-8 teachers

DESCRIPTION:

This specific institute focuses on Concept 1, Properties of Matter of Physical Science at the K-8 level. Participants will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Literature connections are highlighted throughout this training. Each trainer will leave with information to replicate this professional development opportunity so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Demonstrate content knowledge of this physical science concept
- Integrate content from Strands 1-3 with the physical science concepts
- Model effective teaching practices for K-8 students
- Recognize resources that support the teaching of the standard

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Social Studies

Introducing the Social Studies Standard Institute **SBTL**

INTENT: To introduce the new Social Studies Standard.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

K-12 administrators and curriculum personnel

"Tell me and I'll forget; show me and I may remember; involve me and I'll understand."
Chinese Proverb

DESCRIPTION:

This half-day training will introduce participants to the new Social Studies Standard. Each participant will leave with all the necessary materials to replicate this professional development opportunity so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Crosswalk the "old" standard with the "new"
- Understand scheduling options in the elementary school day
- Examine curriculum/lesson design
- Review available resources
- Identify cross curricular connections

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Social Studies Standard: What Teachers Need to Know and Be Able to Teach **SBTL**

INTENT: To provide content and methods for effectively teaching social studies.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

Teachers of grades K-6

DESCRIPTION:

This two-day training will examine the content teachers need to teach social studies.

OUTCOMES:

Participants will:

- Understand the content needed to teach social studies
- Understand effective strategies for teaching social studies content to elementary students

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Teacher EXPOs **SBTL**

INTENT: To provide an opportunity for teachers to visit with non-profit and for-profit organizations who provide services and products that support the Social Studies and Science Standards.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

All educators

DESCRIPTION:

Teacher EXPOs are free, day-long Saturday events to be held in Tucson, Phoenix, and Flagstaff. Educators may come at any time during the day to view services and materials from non-profit (i.e., museums, parks, professional organizations, community organizations) and for-profit organizations that support the Social Studies and Science Standards.

OUTCOMES:

Participants will:

- Examine the wide variety of support materials available in the local area and state-wide to aid in the teaching of the Social Studies and Science Standards

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Six Traits & AIMS, A Two-Day Training-of-Trainers Institute   SBTL

INTENT: To provide a refresher of 6 Traits with an emphasis on the Arizona Articulated Writing Standard and writing for AIMS.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

County, district, or teacher leaders who deliver standards-based professional development K-12

"Through learning we re-create ourselves. Through learning we become able to do something we were never able to do."
Peter Senge

DESCRIPTION:

Participants will revisit the 6 trait writing model with application to both teaching and scoring the traits. Correlation to the Arizona Articulated Writing Standard will be emphasized. Day one will be a refresher to teaching the traits and an introduction to using the rubric to score Arizona student AIMS writing. Day two will focus on scoring practice. Student written papers from released AIMS prompts will be scored and discussed. Participants will receive a training binder of materials and a CD with 72 student papers for use in the classroom. These materials can also be used for replicating this professional development opportunity so that trainings can be consistent in content and locally accessible throughout the state.

OUTCOMES:

Participants will:

- Apply 6 traits in classroom instruction
- Apply 6 traits to score student writing
- Understand the scoring process for AIMS writing

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Six Traits & AIMS,
An Introduction to Using 6 Traits in Arizona Classrooms.   SBTL

INTENT: To familiarize teachers in all content areas with 6 Traits as an instructional tool and diagnostic scoring rubric.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2, 3

AUDIENCE/ ELIGIBLE ATTENDEES:

K-12 educators who have not had formal 6 trait training

DESCRIPTION:

The purpose of this one-day Institute is to provide educators with a basic understanding of the traits and how to use them in all content areas as a teaching and an assessment tool. The Arizona Articulated Writing Standard will also be reviewed in conjunction with content application. Introduction to scoring with the 6 trait rubric will conclude the day. Participants will receive materials and samples of Arizona student writing.

OUTCOMES:

Participants will:

- Understand the 6 Traits as both an instructional and scoring guide
- Understand teaching ideas for each trait that correlate with the AZ Academic Writing Standard
- Score with the 6 Trait Rubric

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

DIBELS Leadership Institute (DLI) RF

INTENT: To further develop the knowledge and skills of educational leaders regarding early literacy programs at the system level.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 3

AUDIENCE /ELIGIBLE ATTENDEES:

Staff developers and school leaders with experience teaching and assessing reading and are responsible for the professional development of K-3 teachers, K-12 special education teachers and instructional support personnel. Attendees must have previously used DIBELS/AIMSweb to assess students grades K-3 within a benchmark situation.

DESCRIPTION:

This five-day presentation presented by Angela Denning and Colleagues of ADE's Standards-Based Teaching and Learning Section will focus on the administration, scoring, interpretation, and use of the DIBEL assessment measures within a comprehensive scientifically based reading program.

OUTCOMES:

Participants will:

- Understand DIBELS training requirements

- Attend all 5 days of Institute

- Reliably administer and score DIBELS measures

- Use DIBELS and AIMSweb Data Management Systems

- Organize a school-wide assessment system

- Interpret, analyze and use data for instructional decision making

- Read and react to pertinent research articles

- Present one DIBELS measure to a small group

- Pass a take-home exam

- Co-present with an existing Certified DIBELS Trainer

Contact: Randy Huckabone
Email: Randy.huckabone@azed.gov

ARIZONA FACT:

ARIZONA'S STATE FLOWER IS THE SAGUARO BLOSSOM. THIS WHITE FLOWER GROWS ON THE SAGUARO CACTUS, WHICH CAN LIVE OVER 150 YEARS.

ASSESSMENT
Data-Driven Instructional Decision Making

DIBELS Data-Based Decision-Making (Leader) RF

INTENT: To further develop the knowledge and skills of educational leaders regarding early literacy programs at the system level.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 3

AUDIENCE/ ELIGIBLE ATTENDEES:

School and district leadership who have collected benchmark data

"Excellence is doing ordinary things extraordinarily well"
John W. Gardner

DESCRIPTION:

The purpose of this training opportunity is to develop skills to interpret and analyze district, school, grade, and classroom level data. Leaders will be assisted with the creation of an action plan for allocating resources and selecting instructional support materials.

OUTCOMES:

Participants will:

- Understand how to interpret and analyze district, school, grade, and classroom-level data

- Identify a Reading Leadership Team and develop a plan for sharing data with staff and community

- Examine strategies for running data meetings

- Create action plan for allocating resources and selecting support materials

Contact: Randy Huckabone
Email: Randy.huckabone@azed.gov

DIBELS Administration and Scoring Training

INTENT: To ensure that all participating school staff are trained to administer DIBELS accurately and reliably and to understand the importance of assessment in an early reading program.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 3

AUDIENCE /ELIGIBLE ATTENDEES:

District/school-level assessment teams responsible for assessing students. Participants may include, but are not limited to, district-level staff developers, principals, site administrators, coaches, assessment coordinators, classroom teachers, special education teachers, specialists (SLP, ELL Title I etc.) librarians, school psychologists, paraprofessionals

DESCRIPTION:

This two-day presentation presented by an Arizona Certified DIBELS trainer will focus on the administration, scoring, interpretation, and use of DIBEL assessment measures within a comprehensive scientifically-based reading program.

OUTCOMES:

Participants will:

- Administer and score DIBELS measures

- Use DIBELS Data Management System

- Know how to organize a school wide assessment system

- Understand the importance of early reading assessment and its place in Arizona

Contact: Randy Huckabone
Email:Randy.huckabone@azed.gov

ASSESSMENT
Data-Driven Instructional Decision Making

A Data Driven Approach to Continuous Improvement   **BP**

INTENT: To describe formative data that can be used by teachers and principals.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 3

AUDIENCE/ ELIGIBLE ATTENDEES:

Grade K-12 teachers and administrators

"The most successful man in life is the man who has the best information."
Benjamin Disraeli

DESCRIPTION:

This two-day session, presented by Dr. Lee Jenkins, is a fast-paced combination of practical classroom data uses, application, and in-depth description of educational problems that data can solve. This seminar starts with classroom-formative data and builds up towards school and district data. The clear aim of the presentation is describing formative data than can be used by teachers and principals immediately.

OUTCOMES:

Participants will:

- Learn how to interpret and analyze district, school, grade, and classroom-level data

- Understand and apply the Classroom Data Process

- Practice graphing and analyzing school data

Contact: Shelly Pollnow
Email: Shelly.Pollnow@azed.gov

CULTURE, CLIMATE, AND COMMUNICATION
School Safety and Prevention

Bullying Intervention Strategies for Counselors

INTENT: To provide the knowledge, skills, strategies, and resources necessary to reduce current and future bullying occurrences in school settings.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

School counselors

DESCRIPTION:

Bullying continues to have negative impacts on climate and achievement in many schools. To address these negative effects, it is important for all school personnel to learn the dynamics, and causes of bullying, how to effectively intervene in bullying, and how they can play a part in preventing future bullying behaviors in their schools.

In this interactive workshop, participants will explore all facets of the bullying phenomenon - from the negative outcomes that bullying has on schools to specific interventions used in schools, classrooms, and directly with students.

OUTCOMES:

Participants will:

- Learn to identify bullying behaviors

- Recognize attributes and characteristics of bullies, targets and the bystanders

- Understand attitudes and conditions that promote bullying

- Attain skills, strategies and resources for dealing with and reducing bullying behaviors

- Intervene effectively with bullying incidents

- Implement procedures, skills and strategies used with the child who bullies and with the target

- Train/educate students not directly involved in bullying (the bystanders)

- Implement strategies for working with families of kids who bully and their targets

Contact: Kathy Rice
Email: Kathy.Rice@azed.gov

Bullying Intervention and Prevention

INTENT: To provide the knowledge, skills, strategies and resources necessary to reduce current and future bullying occurrences in school settings.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

All levels of school personnel

DESCRIPTION:

Bullying continues to have negative impacts on climate and achievement in many schools. To address these negative effects, it is important for all school personnel to learn the dynamics, and causes of bullying, how to effectively intervene in bullying, and how they can play a part in preventing future bullying behaviors in their schools.

In this interactive workshop, participants will explore all facets of the bullying phenomenon - from the negative outcomes that bullying has on schools to specific interventions used in schools, classrooms, and directly with students.

OUTCOMES:

Participants will:

- Identify bullying behaviors

- Understand attitudes, and conditions that promote bullying

- Learn attributes and characteristics of bullies, targets and the bystanders

- Attain skills, strategies and resources for dealing with and reducing bullying behaviors

Contact: Kathy Rice
Email: Kathy.Rice@azed.gov

CULTURE, CLIMATE, AND COMMUNICATION
School Safety and Prevention

Multi-Hazard Safety Programs for Schools   SSP

INTENT: Class participants develop an understanding of the basic principles of emergency management and the incident Command System allowing them to return to their district/school to begin developing and strengthening their emergency response plans.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

All administrators, teacher leaders, teachers, support staff and paraprofessionals

DESCRIPTION:

ADE partners with the Arizona Division of Emergency Management (ADEM) to present the Multi Hazard Emergency Planning for Schools course. The course provides school personnel and first responders with a basic knowledge of emergency management principles, the Incident Command System and the tools and resources to design and/or strengthen their all hazards emergency response plan. To request this course, you must contact your county emergency management agency and your request will be forwarded from the county to ADEM. You may download the event request form at:
http://www.dem.state.az.us/preparedness /training2004/Event%20Request%20For m%20and%20Procedures.doc.

A listing of county emergency management agencies in Arizona can be obtained at:
http://www.ade.az.gov/schooleffectivenes s/health/schoolsafety/safetyplans/countyd irectory.pdf

OUTCOMES:

Participants will:

- Understand the basic principles of emergency management

- Understand the Incident Command System

- Gain basic knowledge to begin developing and strengthening their schools' emergency response plan(s)

Contact: Layton Dickerson
Email: ldicker@ade.az.gov

Reducing the Risk   SSP

INTENT: To influence the knowledge and risk-taking behaviors of adolescents.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

All administrators, teacher leaders, teachers, support staff and paraprofessionals

DESCRIPTION:

Reducing the Risk presents a powerful, active approach to prevention of teenage pregnancy and protection against HIV and other STD that motivates students to change their high-risk behaviors. Participants will gain basic knowledge of the curriculum content, learn skills to effectively teach the curriculum to students, and increase their own understanding of HIV, transmission, and treatment.

OUTCOMES:

Participants will:

- Increase knowledge and awareness of the Reducing the Risk curriculum

- Acquire skills and strategies to effectively teach the Reducing the Risk curriculum

Contact: Jason Trujillo
Email: jtrujil@ade.az.gov

CULTURE, CLIMATE, AND COMMUNICATION
School Safety and Prevention

Skills–Based Health Education SSP

INTENT: To provide quality, interactive skills-based professional development for educators that promotes health enhancing behaviors in youth.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

All administrators, health educators, teacher leaders, teachers, support staff and paraprofessionals

DESCRIPTION:

This training will offer educators the opportunity to analyze and evaluate teaching methods, learn about new strategies, gain knowledge on resources and strengthen confidence as a facilitator of a school health education program. The training will encompass the physical, social, and emotional development of adolescents and their risk-taking behaviors. The training will enhance the professional knowledge, efficacy, skills and attitudes of educators who work with youth, so that they might in turn improve the learning and health outcomes of children and adolescents.

OUTCOMES:

Participants will:

- Learn how to develop and implement new approaches, strategies, and communication skills in their efforts to provide effective facilitation of a school health education program

Contact: Kathy Rice
Email: Kathy.Rice@azed.gov

Summer Prevention Conference SSP

INTENT: To provide an opportunity to increase knowledge and skills in multiple areas of prevention.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

All administrators, teacher leaders, teachers, support staff and paraprofessionals

DESCRIPTION:

This Summer Prevention Conference is a one day conference that will provide educators around the state an opportunity to learn about the current research and issues in prevention. Both national and local experts will be presenting workshops on various prevention topics.

OUTCOMES:

Participants will:

- Increase knowledge in current prevention research and issues

- Recognize effective prevention programs

- Increase knowledge in improving school culture/climate

- Implement effective prevention strategies

Contact: Kathy Rice
Email: Kathy.Rice@azed.gov

School Safety Program– Law-Related Education Academies   SSP

INTENT: To develop and enhance ability to implement Law Related Education.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE/ ELIGIBLE ATTENDEES:

Education and health professionals

DESCRIPTION:

These trainings will provide new and experienced school resource officers and juvenile probation officers with Law Related Education training and instruction that is research-based and proven effective. Basic and advanced courses are designed to assist the participants with the implementation of law-related education lessons and activities at the elementary, middle, and high school level.

OUTCOMES:

Participants will:

- Know importance of Law Related Education

- Identify best practices of Law Related Education

- Develop interactive teaching strategies

- Implement Law Related Education curriculum

Contact: Rani Collins
Email: rcollin@ade.az.gov

School Safety Program– Administrator Training   SSP

INTENT: To understand the requirements of the School Safety Program.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE/ ELIGIBLE ATTENDEES:

School administrators

"The aim of education must be the training of independently acting and thinking individuals who can see in the service to the community their highest life achievement."
Albert Einstein

DESCRIPTION:

This training provides an overview of the School Safety Program requirements. School level administrators who receive this grant are required to attend; however, the training is open to district level administrators and police and probation departments.

OUTCOMES:

Participants will:

- Value philosophy of the School Safety Program

- Support School Safety Program requirements

- Recognize importance of Law Re-lated Education

- Realize benefits of collaboration

- Identify methods for officer integra-tion

- Understand mandatory reporting requirements

Contact: Rani Collins
Email: rcollin@ade.az.gov

CULTURE, CLIMATE, AND COMMUNICATION
School Safety and Prevention

School Safety Program– Partnering for Success…

Combining Expertise, Experience and Vision   **SSP**

INTENT: To develop a collaborative problem solving approach to addressing school prevention needs.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

Law enforcement, probation, and education professionals

DESCRIPTION:

Through collaborative problem solving, program partners will develop an integrated and concentrated approach to addressing school drug and violence needs in coordination with their School Resource Officer (SRO) and/or Probation Officer (PO).

OUTCOMES:

Participants will:

- Understand the importance of sharing common vision

- Utilize a problem solving approach in addressing student drug and violence issues

- Develop outcomes based on need

- Align appropriate strategies and activities to address outcomes

Contact: Rani Collins
Email: rcollin@ade.az.gov

ARIZONA FACT:

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CULTURE, CLIMATE, AND COMMUNICATION
Family Involvement

Involving Families in School-Based Programs   BP

INTENT: To deepen the understanding of the parent/ school relationship

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

All administrators, teacher leaders, teachers, support staff and paraprofessionals

DESCRIPTION:

Involving Families in School-Based Programs is a research-based academy that district and school leadership can attend to gain a comprehensive understanding of family involvement including benefits, definitions, and types of involvement as well as barriers to family involvement. Schools and districts will learn methods to assess current family involvement efforts and understand the importance of goal identification as a precursor to family involvement efforts.

OUTCOMES:

Participants will:

- Interpret Epstein's 6 types of family involvement
- Create a Family Involvement Plan
- Learn how to overcome barriers

Contact: Oran Tkatchov
Email: otkatch@ade.az.gov

Involving Families in School-Based Prevention Programs   BP

INTENT: To provide the knowledge, skills and strategies necessary to improve family involvement in school-based prevention programs.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

All administrators, teacher leaders, health educators, teachers, support staff and paraprofessionals

DESCRIPTION:

This training will offer educators the opportunity to learn about tools used to assess a school's current family involvement efforts; explore Epstein's six types of family involvement; and understand the importance of goal identification as a precursor to family involvement efforts.

OUTCOMES:

Participants will:

- Learn the required steps and various frameworks for designing and implementing a school-wide family involvement plan

Contact: Kathy Rice
Email: Kathy.Rice@azed.gov

See Also

"It is the responsibility of every adult… to make sure that children hear what we have learned from the lessons of life, and to hear over and over that we love them and they are not alone."
Marian Wright Edelman

SECTION TWO: TECHNICAL ASSISTANCE

TITLE I SCHOOLS IN SCHOOL IMPROVEMENT PROGRAMS
Title I Fall Process Workshops   SI

INTENT: Technical assistance workshop for Title I schools and districts identified for Title I Improvement

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES: Principals and District Representatives of Title I schools and districts identified for Title I Improvement

DESCRIPTION:

Participants will learn about No Child Left Behind and federal accountability for each year a school or district is identified for Title I Improvement. Attendees will learn of the expectations of schools, how the Arizona Department of Education will provide support to schools, and how schools will be held accountable. Follow-up sessions for individual schools will be provided to assist schools and districts.

OUTCOMES:

Participants will:

- Learn federal requirements (No Child Left Behind) for schools and districts identified for Title I Improvement

- Evaluate required components for writing and submitting a successful Arizona School Improvement Plan, District Improvement Plan, and grant application

Contact: Teresa Wolfe
Email: twolfe@ade.az.gov

Title I School Improvement Workshop: What Works in Schools   SI

INTENT: To provide school improvement team leaders the school-level factors, teacher-level factors and student-level factors that affect student achievement.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES: Title I schools identified for Title I School Improvement – Year 3 and Year 4. Schools identified in Year 2 and schools frozen in Year 3 or Year 4 are invited to attend. Participants must commit to attending all three sessions.

DESCRIPTION:

Participating school teams will learn from Dr. Robert Marzano and members from the Association for Supervision and Curriculum Development (ASCD) regarding Dr. Marzano's "*What Works in Schools: Translating Research into Action*" meta-analysis of 35 years of research on school improvement. School teams will administer the What Works in Schools Online Survey to all instructional staff to determine teacher perceptions of the school-level, teacher-level and student-level factors impacting student achievement. Attendees will learn how to interpret their survey data for their school and how to include the results for continuous school improvement.

OUTCOMES:

Participants will:

- Identify school level, teacher level, and student level factors influencing student achievement

- Interpret their school survey results and how the school may use the results to engage in substantive change

- Apply current research-based action steps most critical to improve student achievement

Contact: Teresa Wolfe
Email: twolfe@ade.az.gov

STATE INTERVENTION TECHNICAL ASSISTANCE

State Intervention Student Achievement Turnaround Forum SI

INTENT: To provide leadership teams and Turnaround personnel with information and tools for improving student achievement.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE/ELIGIBLE ATTENDEES:

Leadership teams from schools that have been designated as failing to meet academic standards. All Turnaround personnel placed in the schools through State Intervention.

DESCRIPTION:

The State Intervention unit of the School Effectiveness Division will conduct a three to five day workshop in the summer. The focus will be understanding student achievement data, using data for instructional decisions, writing an Arizona School Improvement Plan and using feedback to teachers to improve instruction.

The Student Achievement Turnaround Forum will not be presented this June. *Turnaround personnel will attend the Leading Change Conference scheduled for July 31 through August 3 2006. Conference location: Carefree Resort, 37220 Mule Train Road, Carefree, AZ 85377.*

OUTCOMES:

Participants will:

- Use data to make instructional decisions

- Use data to revise or write an Arizona School Improvement Plan (ASIP)

- Implement a classroom observation instrument to determine the level of student engagement

- Understand various models for providing feedback to teachers which will help them to improve instruction

Contact: Cindy Richards
Email: crichar@ade.az.gov

AZ LEARNS Appeal Workshop SI

INTENT: To provide information to schools regarding AZ LEARNS achievement profiles, calculating the achievement profiles, consequences for underperforming schools, and the components of an AZ LEARNS Appeal.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE/ ELIGIBLE ATTENDEES:

Schools designated under AZ LEARNS as underperforming for third consecutive year

DESCRIPTION:

The State Intervention unit in collaboration with the research and evaluation unit will conduct a workshop to provide school and district leadership the information that will be helpful in learning to read the schools academic profile and applying that information to writing an appeal to the school's AZ LEARNS designation.

OUTCOMES:

Participants will:

- Read and understand the data contained in the school's achievement profile

- Know the three components of an AZ LEARNS appeal document

- Apply achievement profile data when writing an appeals document

Contact: Cindy Richards
Email: crichar@ade.az.gov

AZ LEARNS SCHOOL IMPROVEMENT PROGRAMS

Initial Solutions Team Training

INTENT: To instruct newly selected Solution Team members on the Solution Team Process.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4,

AUDIENCE /ELIGIBLE ATTENDEES:

This two day training is open to those Solution Team applicants who have been notified of their acceptance and were invited to attend

DESCRIPTION:

This two-day training will prepare approved applicants to serve as Solutions Team members or leaders, and will lead to certification as Arizona Academic Standards Technicians. For more information on the Standards and Rubrics for School Improvement, please visit: http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf.

OUTCOMES:

Participants will:

- Analyze Solution Team Process and how it is to be conducted

- Develop skills in using the *"Standards and Rubrics for School Improvement"* to conduct an evidence-based inquiry

- Understand new online Arizona School Improvement Plan (ASIP)

- Recognize new ADE resources and support to schools

- Understand ADE accounting and travel procedures

- Demonstrate a personalized approach for successful participation in the Solution Team Process

Contact: Karen Menge
Email: kmenge@ade.az.gov

Solution Team Advanced Training

INTENT: To update previously trained Solution Teams leaders and members on process enhancements.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1,2,3,4

AUDIENCE/ ELIGIBLE ATTENDEES:

Previously trained Solution Teams leaders and members

"Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a man's training begins, it is probably the last lesson that he learns thoroughly."
Thomas Henry Huxley

DESCRIPTION:

This one-day training is required for individuals who were previously trained for Solution Teams and wish to continue to serve in 2005-2006.

OUTCOMES:

Participants will:

- Update knowledge and skills with regard to:

    -Revised Standards and Rubrics for School Improvement

    -New Online Arizona School Improvement Plan (ASIP)

    -ADE resources and support to schools

    -ADE accounting and travel procedures

- Revisit importance of evidence - based Statement of Findings and the specific expectations for its development and presentation at the conclusion of the visit.

Contact: Karen Menge
Email: kmenge@ade.az.gov

AZ LEARNS SCHOOL IMPROVEMENT PROGRAMS

Standards and Rubrics for School Improvement Training

SI

INTENT: To assist schools in successfully implementing their Arizona School Improvement plan.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

Underperforming Schools

DESCRIPTION:

Trainings are divided into three sections. The first part is an overview of the SRSI document itself as well as the supporting Resource Guide. The second involves how a school can effectively create and implement a comprehensive needs assessment and how to use this information in your school improvement planning. The final element addresses the issues of stakeholder buy-in as well as nuts and bolts tips on conducting the assessment.

The SRSI trainings address three fundamental questions:

1) How can the SRSI work to improve your school?

2) How do they support the effective use of a needs assessment?

3) How can the Standards and Rubrics assist in the completion of an ASIP?

OUTCOMES:

Participants will:

- Understand how the Standards and Rubrics can work to improve your school

- Learn how to use them in implementing an effective needs assessment

- Understand how needs assessments can be used when writing an Arizona School Improvement Plan

Contact: Brian Putnam
Email: bputnam@ade.az.gov

Arizona School Improvement Plan Training

SI

INTENT: To Assist Schools in developing and writing their Arizona School Improvement Plan.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3, 4

AUDIENCE /ELIGIBLE ATTENDEES:

Underperforming schools and school's in School Improvement

DESCRIPTION:

An Arizona School Improvement Plan (ASIP) is not a report to ADE; rather, it is a dynamic and flexible guide to increasing student performance. These training sessions are designed to assist you in understanding and completing your ASIP. Trainers will guide you through the document page by page in an effort to answer all questions concerning data collection, goal setting, formatting and completion of all required components of the school improvement plan. The trainings also include information that clearly outlines the similarities and differences between AZ LEARNS and No Child Left Behind.

OUTCOMES:

Participants will:

- Create effective goals
- Create an Action Plan for completing the ASIP
- Understand how to easily and efficiently format the ASIP document
- Recognize the differences between NCLB and AZ LEARNS
- Learn to conduct an effective needs assessment

Contact: Brian Putnam
Email: bputnam@ade.az.gov

GRANT RELATED PROGRAMS

Reading

Effective K-3 Reading Instruction   RF

INTENT: To familiarize Reading First principals and teachers with scientifically based reading research and how it translates into practice in the classroom.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

New Cycle II Reading First K-3 Staff (K-3 teachers, administrators, coaches, interventionists, and special education teachers) from new Reading First LEAs and their Reading First Schools

DESCRIPTION:

This mandatory two-day workshop for new Reading First schools is designed to support the use of best practices in research-based, systematic reading instruction.

OUTCOMES:

Participants will:

- Understand the components of a standards-based approach to teaching and learning and how these components align with Reading First

- Know Arizona's Reading Standard and its alignment with A.R.S. 15-704

- Understand how to translate SBRR to instructional practice and the design of instruction

- Understand the key components of direct and explicit instruction

- Develop the connections between best practices and the essential elements of reading

- Examine instructional strategies for differentiating and scaffolding instruction guided by data –driven assessments

Contact: Randy Huckabone
Email: Randy.Huckabone@azed.gov

Reading First Leadership Series for:
Reading First LEA Coordinators, Principals, and Site –Based Coaches   RF

INTENT: To provide ongoing professional development to Reading First LEA coordinators, principals and site-based coaches that supports the implementation of their Reading First LEA and site plan.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

Cycle II Reading First LEA Coordinators, Principals, and Site-Based Coaches

DESCRIPTION:

These offerings address what Reading First LEA coordinators, principals, and site-based coaches need to know and be able to do in order to lead a school in improving reading achievement.

OUTCOMES:

Participants will :

- Examine effective coaching strategies to work successfully with all teachers

- Understand SBRR and SBRI

- Determine how to transfer research into sound instructional practice

- Create a plan to provide meaningful professional development to enhance student achievement

- Support teachers in analyzing data to make instructional decisions

- Examine strategies for building capacity at the school site by using data

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Reading

DIBELS Data Training for Reading First Schools   **RF**

INTENT: To support implementation of the RF grant at both the district and site level in their efforts to be effective and efficient in a comprehensive reading program.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2

AUDIENCE /ELIGIBLE ATTENDEES:

LEA Reading First Coordinators and Reading First Principals

DESCRIPTION:

Participants will receive site specific support in implementing a comprehensive assessment –to-instruction system within the Reading First Grant.

OUTCOMES:

Participants will :

- Recognize Reading First assessment systems

- Develop capacity for making the connection between assessment and instruction

- Model skills to guide teachers and staff in the effective implementation of their assessment plan

Contact: Randy Huckabone
Email: Randy.Huckabone@azed.gov

"Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation."
Robert F. Kennedy

21st Century After School Grants

21st Century Community Learning Centers Grant-Fall Training   21C

INTENT: To keep grantees in compliance with federal and state mandates and to offer training that will enhance the successful implementation of this Grant.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

All Cycles I—V 21st CCLC staff including but not limited to: program directors, site coordinators, teaching staff, support staff, superintendents, school board members and site principals.

Special School Principal Track is facilitated by experienced principals with 21st CCLC Funding.

DESCRIPTION:

This two day workshop will focus on how to implement exciting and engaging 21st CCLC after school programs. Arizona veteran grantees will facilitate sessions and highlight best practice strategies used at their successful sites. This workshop will offer three different tracks for varying levels of experience: Principals/Program Managers, Experienced grantees, and New grantees. There will be working sessions for grant staff to kick off a new year of successful programming that will maximize achievement outcomes for students.

OUTCOMES:

Participants will:

- Identify best practices in after school programs

- Increase knowledge of grant management including knowledge of compliance issues with 21st CCLC Grant

- Re-evaluate current program design

- Analyze 21st CCLC program and determine how to improve services to students and their families

Contact: Raenetta Scott
Email: Raenetta.Scott@azed.gov

21st Century Community Learning Centers Grant Application Training   21C

INTENT: To assist eligible entities in the 21st CCLC application process.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE/ ELIGIBLE ATTENDEES:

Entities eligible to apply for the 21st CCLC grant including Community Based Organizations, Faith Based Organiza- tions, and any other public or private entity

DESCRIPTION:

This training is intended to assist eligible agencies in the application process for 21st CCLC applications. Aspects to boost academic achievement in 21st CCLC program will be presented by ADE staff. State and federal requirements for the ensuing applications for funding will be presented. Participants will learn how to prepare competitive proposals, which include program plan, evaluation proc- esses, professional development, sus- tainability and related budget issues.

OUTCOMES:

Participants will:

- Determine appropriate strategies for designing a successful 21st CCLC program

- Examine aspects of competitive 21st CCLC applications

- Recognize state and federal legal aspects for 21st CCLC

Contact: Raenetta Scott
Email: Raenetta.Scott@azed.gov

21st Century After School Grants

21st Century Community Learning Centers Networking Meetings   21C

INTENT: To provide information and technical assistance by networking with other 21st Century Community Learning Centers.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

All awarded grantees from Cycle 1,2, 3, and 4. Teams of at least two program staff should come from each site including but not limited to: school principal, site coordinators, directors and after school teaching staff and other support staff involved with the 21st CCLC grant.

DESCRIPTION:

Through a visit to a highly functional and outstanding 21st CCLC, learn how grantees manage their academic and enrichment program. Also learn how grantees can address state and federal compliance issues, including collecting and entering data for the Annual Performance Report. Resource materials requested in advance by participants will be available. Networking time is built in to share resources and information.

OUTCOMES:

Participants will:

- Examine successful elements of 21st CCLC grant management and implementation

- Examine a variety of models of successful programming design in 21st CCLC

- Identify local 21st CCLC program gaps and locate related resources

- Prepare an Annual Performance Report that reflects success for Arizona students and families

Contact: Raenetta Scott
Email: Raenetta.Scott@azed.gov

21st Century Community Learning Centers Vision Team   21C

INTENT: Create council to engage in the development of policies and /or procedures that would support the implementation of the 21st Century Community Learning Center After-School Programs

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

Application process is required for participation. Leaders from all awarded grantees from funding cycles are encouraged to participate. Leaders including but not limited to: school principal, site coordinators, directors and after school teaching staff and other support staff involved with the 21st CCLC grant. Community members will be added to the Vision Team during the 2005-2006 school year.

DESCRIPTION:

The Arizona Department of Education has convened a Vision Team. This council will actively engage in the development of policies and /or procedures that would support the implementation of the 21st Century Community Learning Center After-School Programs(s). In addition, this advisory council will create a vision for Arizona regarding the future of 21st Century Community Learning Center Grant funding and programs.

Team members will also assist in planning efforts that move the vision forward of giving each child in Arizona access to quality after school programs that keep children safe while inspiring them to learn.

The vision team meets on a quarterly basis. There is an application process to participate. All 21st Century staff is welcome to participate.

OUTCOMES:

Participants will:

- Recognize the advocacy efforts in Arizona for after school programs

- Identify and strategize the direction of the Vision Team as it relates to the development of policies and procedures for 21st CCLC grants

- Analyze and explore how to improve access to quality after school programs for all Arizona students and their families

Contact: Raenetta Scott
Email: Raenetta.Scott@azed.gov

School Safety and Prevention Grants

Safe and Drug Free Schools (Title IV) Application and Report Training   SSP

INTENT: To provide information and technical assistance on the 2006-2007 Title IV application and the Safe Drug Free Schools report.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

Open to Title IV Prevention Coordinators

DESCRIPTION:

This training will provide the Safe and Drug Free Schools coordinator with an overview of the new school year's application and reporting requirements for the current school year.

OUTCOMES:

Participants will:

- Explore 2006-2007 Title IV application

- Design an approvable application

- Evaluate their 2005-2006 Safe and Drug Free Schools Report

Contact: Kathy Rice
Email: Kathy.Rice@azed.gov

Mathematics and Science Partnership Grants

Mathematics and Science Partnership Grant Application Workshop   SBTL

INTENT: To become familiar with the MSP grant application process.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

Entities eligible to apply for the Mathematics and Science Partnership Grant

DESCRIPTION:

This workshop will be an information session for potential grantees to learn the basic guidelines and the intent of the MSP funding.

OUTCOMES:

Participants will:

- Know and understand the grant guidelines, timelines, and the intent of the MSP funding

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Mathematics and Science Partnership Grant Technical Assistance Workshop   SBTL

INTENT: To provide assistance with grant management, evaluation measures, and networking with colleagues.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

All newly awarded grantees

DESCRIPTION:

This workshop will provide training to all funded project participants on the Reformed Teaching Observation Protocol and Teacher Content Measures. Grant management issues will be discussed and time will be spent building a network for communication and collaboration among projects.

OUTCOMES:

Participants will:

- Increase knowledge of grant management

- Understand how to use/apply the Reformed Teaching Observation Protocol and other pertinent Teacher Content Measures

- Communicate and collaborate with colleagues

Contact: Teresa Rivera
Email: Teresa.Rivera@azed.gov

Educational Technology Grants

Enhancing Education Through Technology Discretionary Grant Application Training   BP

INTENT: To deepen understanding of the application process and to identify qualification criteria to apply for a Title IID discretionary grant.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

Entities that meet the poverty eligibility criterion of Title IID. Those who should attend:
1. District/Charter Technology Coordinators
2. Grant Writers
3. District/Charter Administration

DESCRIPTION:

Participants will be introduced to the goals of the program and learn how the Ed Tech IID funds are distributed. The workshop will inform them of the size of awards, proposal deadlines, and eligible expenditures allowed under this competition. The workshop will introduce them to the forms and documents that comprise a complete proposal package and where to locate them. Participants will also be informed of guidelines for compliance including equitable participation with non-public schools and an in-depth description of eligible partnerships and consortia. In addition, they will understand the importance of the grant accountability requirements for the entire project, which includes data collection for teachers and students.

OUTCOMES:

Participants will:

- Learn goals of the Ed Tech Program

- Identify eligible LEAs, allowable expenditures and services

- Be familiar with accountability requirements to be addressed in the proposal, closing deadline, required documents and forms for a complete proposal package.

Contact: Chris Castillo
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Ed Tech Discretionary Grant Proposal Review Training   BP

INTENT: To deepen understanding of proposal evaluation process and how to utilize the scoring rubric.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

Educators statewide that have volunteered to review Ed Tech grants and that have experience in Educational Technology

DESCRIPTION:

Participants receive training on how to evaluate the Ed Tech Discretionary proposals using the rubric and evaluation score sheets provided. The requirements of the project will be reviewed as well as hands-on use of the forms and process. Time is allowed for reviewers to practice scoring various part of the grant application.

OUTCOMES:

Participants will:

- Learn how to score the proposals using the electronic scoring sheets and rubric

- Identify program goals and objectives to ensure compliance and alignment of proposals

- Work in teams of three to evaluate and rank proposals

Contact: Cathy Poplin
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Ed Tech Discretionary Sub-Grantee Accountability Workshop **BP**

INTENT: To deepen the understanding for successful implementation of discretionary projects.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

Discretionary Sub-grantee project directors and business managers

DESCRIPTION:

This is a required full-day workshop for all Title IID Sub-grantees. Participants will have an opportunity to showcase their projects from last year. The morning session will revolve around reflective and highly interactive topics on lessons learned in the first year and how those lessons can strengthen the program in the second year. The afternoon will provide four sessions participants will rotate through: Accountability Plans for 2007; Professional Development & Review of Standards; Assessment & Scope of Work; and Support Systems. The program's external evaluator and the Technology Integration Specialist from their county region will actively participate with the four teams throughout the day.

OUTCOMES:

Participants will:

- Review official definition of high quality professional development and determine if proposed project activities align to the definition

- Review where to find and how to use fiscal management and report requirement tools and applications

- Learn how to use ASSET's Professional Development tracking system

- Build relationships with the Technology Integration Specialist(s) who will provide technology integration support and provide technical assistance to projects

- Review the grant evaluation requirements and identify the types of data needed to be collected for evaluation report

- Review what was learned from the first year of administering the project from both teacher and student perspectives

- Review what was learned through the technology literacy and integration assessments form both teacher and student perspectives

- Brainstorm solutions on how to use the first year's lessons learned to strengthen their 2nd year project

- Develop an accountability plan for 2007

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"Simply integrating technology into the curriculum will not by itself improve academic performance. The need for thoughtful and appropriate selection of how and where technology should be integrated is essential."
Dr. Sylvia Charp

Educational Technology Grants

Statewide E-Rate Training Workshops BP

INTENT: To deepen understanding of the E-Rate program, which is a federal discount program on telecommunication services for all schools, and to discover the requirements and deadlines that must be met.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 1, 2, 3

AUDIENCE /ELIGIBLE ATTENDEES:

District and Charter technology directors or the person(s) that file(s) the E-Rate forms each year.

DESCRIPTION:

Participants will learn how to obtain telecommunication discounts from the E-Rate Program for their schools. Full day sessions will be held at numerous locations statewide. An hour session for beginners will be followed by an intense four hour training to reinforce the rules and regulations that guide the program and to address any changes made to the program. In the afternoon, one-on-one assistance is provided to LEAs on problem resolution or in the development of their technology plans. The E-Rate Program provides an average of $65 million dollars in telecommunication discounts to AZ schools.

OUTCOMES:

Participants will:

- Learn the step-by-step process for successfully filing for E-Rate

- Become familiar with the various forms and important deadlines to meet for filing for E-Rate reimbursement funds

- Identify the resources that can help manage the program documents and files

- Learn how to determine discounts and which services and products quality for the program

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"Education is like a mosaic. There are often many seemingly small and unique pieces that, when put together, create a new picture."
Superintendent Tom Horne

Additional Opportunities- Character Education

2006 Power Education Power Conference CE

INTENT: To provide a variety of character education practices and techniques for educators.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 2,3,4

AUDIENCE /ELIGIBLE ATTENDEES:

Educators, administrators, youth stakeholders

DESCRIPTION:

This one day conference will provide a variety of break-out sessions focusing on character education. Practitioners will offer their expertise on topics that will assist educators to build strong character in youth.

OUTCOMES:

Participants will choose from the following sessions:

- Introduction to Character Education
- Character Education Advanced Strategies
- Introduction to Character in Motion
- Pursuing Victory With Honor
- Introduction to Character Education using Cooperative Learning
- Parent Involvement
- Character Education in the Elementary School
- Smart and Good High Schools: Developing Performance Character and Moral Character

Contact: Joan Bartz
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Character Education Strategic Planning and Classroom Implementation Workshop CE

INTENT: To provide the means to implement Character Education through curriculum.

CORRESPONDING STANDARD FROM THE STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT: 4

AUDIENCE /ELIGIBLE ATTENDEES:

Educators, administrators, youth stakeholders

"If we want our children to possess the traits of character we most admire, we need to teach them what those traits are and why they deserve both admiration and allegiance. Children must learn to identify the forms and contents of those traits."
William J. Bennett

DESCRIPTION:

Offered during the first week of December, this workshop is an interactive hands-on workshop developed as a second level training for educators who have been implementing Character Education in their classrooms and schools for at least one year. It is geared towards teachers who have already been trained in Character Education or teachers who have taught at schools who have used Character Education.

OUTCOMES:

Participants will:

- Become familiar with the following classroom activities for the K-6 student:
    ∗ Character and Art
    ∗ Advanced Character and Cooperative Learning
    ∗ Character and Literature
    ∗ Advanced Character in Motion
- Learn how to involve parents through the use of character-based homework
- Use methods of school-wide planning
- Understand grant writing for character
- Learn how to create a culture of character: school and community wide

Contact: Joan Bartz
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ARIZONA DEPARTMENT OF EDUCATION RESOURCES:

IDEAL:
https://www.ideal.azed.gov/cas/

The Standards and Rubrics for School Improvement:
http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf

The Resource Guide for the Standards and Rubric for School Improvement:
http://www.schoolsmovingup.net/cs/az/print/htdocs/az/home.htm

Arizona Department of Education Home Page:
http://www.ade.az.gov/

Arizona Department of Education

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School Effectiveness

Program Mission:

To Support K-12 schools in increasing student academic performance by fostering information sharing, strong leadership, professional development and technical assistance delivery that builds upon Arizona's framework for excellence in public education.

http://www.ade.az.gov/schooleffectiveness/